Dominican College

Fall Trimester 2009

Joseph Facey

Prof. Dr. Clemente

Course: Edmedia 523

**Analytical description of students:**

This is a class of nine Elementary Special Education students with multi-levels and all IEP within demographics described, as high needs.

**LESSON PLAN**

**Standard:   Mathematics**

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry

**Topic: Understanding Graphic Sources: List**

**Objectives**

As a result of previous activities all students will learn:

* Sort and place different items into groups
* the importance of applying mathematical principles in the real world
* Students will be able to add by counting individual items or groups of different items
* Students will demonstrate the ability to group items
* Students will understand that making a list is a good way to think things through

**Materials**:

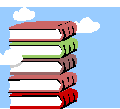
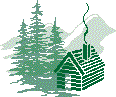
* Text books
* Lesson Plan
* Smart-board, number line, blackboard

**Classroom Organization**:

---- Students will be placed in groups

**Anticipatory Set:**

--- Students would have already been introduced to relative topics; so based on their responses to the introduction, teacher will put the following on smartboard -

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And told that we are going to find out how many different items there are.

**Procedure:**

* To activate prior knowledge and arouse student’s interest, teacher and students will count by 5. Students will be told we are going to be tallying
* Students and teacher will observe the items that we will be working with.
* Teacher will introduce students to table for grouping our items.
* Different students will be asked to identify different items.
* Students will count the number of item there are of the same group.
* Teacher will have students drag items into their place under their names.
* Finally, the teacher and students will count all the numbers of the different groups to come up with the total number of items.

**Example:**

|  |  |
| --- | --- |
| Bottles | books |
| apples | cashews |
| berries | glass |
| plants | birds |

\_\_\_\_\_ **+** \_\_\_\_\_ **+** \_\_\_\_\_\_ **+** \_\_\_\_\_\_ = \_\_\_\_\_\_\_\_ items

**Guided Practice Activities:**

Students will work from a portable board on which will be examples to work with and solve.

**Closure:**

Students will work independently from work books. Un -finished work will be homework

**Evaluation:**

Students will be required to explore other items in classroom with the help of the teachers. Teacher will assist students in order to ensure the task is in motion. Students will work on page 88 of their Writer’s Workbook for homework. The use of knowledge gained will be demonstrated in their understanding of the processes taught and used in class.

**Instructional Modification/Differentiated Instruction**:

**Teacher will work with students working from their individual bins. They will tell the number of different things there are. Then, counting all the items will arrive at the total number of items in their bins. Teacher will give students the support they need in order to reach educational goals.**